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ABSTRACT

This paper provides an overview of Ontario's colleges of applied arts and technology as leaders in applied learning, accessibility, training, quality and innovation, affordability and accountability. Highlights of the diversity of college activities and innovations are included but do not reflect a comprehensive picture of colleges' initiatives. Colleges serve 200 communities in Ontario providing various educational activities to meet the local needs. Postsecondary enrollment has increased by 35% since 1990. In addition to full-time postsecondary programs, colleges also provide many program options for adult learners. Partnerships between colleges, colleges and the private sector and colleges and government have become increasingly important for institutions, employers, and students to maintain a current and skilled workforce. For example, Access to Opportunities Program, a government initiative requiring partnerships, was created to respond to the shortage of skilled high-tech professionals in Ontario. The paper concludes by describing the initiatives the Association of College of Applied Arts and Technology of Ontario (ACAATO) will be undertaking in response to the invitation of the Investing in Students Task Force. Appendices detailing learner profiles, samples of college partnerships and centers of excellence and the projected operating grant shortfall to 2010 are included. (JA)

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Ontario's Colleges: Leaders in Applied Learning

Presentation to: Investing in Students Task Force

November 2000

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Introduction

"Back in 1965, we didn't clearly envision the great success colleges have now become as the envy of other provinces and countries. We did envision the potential of colleges for social and economic development...The colleges are money well invested."
Bill Davis,
October, 2000

"Knowledge and Skills for Prosperity: Ontarians will have the knowledge and skills — emphasizing creativity and entrepreneurship — to provide a strong foundation for sustained prosperity."
Road Map to Prosperity: An Economic Plan for Jobs in the 21st Century,
Ontario Jobs Investment Board,
March 1999

"A first-rate and accessible set of universities and colleges will contribute substantially to the economic , social and cultural development of our society. We thus believe deeply that a high priority should be placed on ensuring that Ontario is outstanding in postsecondary education and associated research activity. The benefits of meeting this priority are enormous, as are the costs of not meeting it."
Excellence, Accessibility, Responsibility: Report of the Advisory Panel on Future Directions for Postsecondary Education,
December 1996

Ontario's colleges of applied arts and technology have contributed successfully to social and economic development in Ontario for more than 30 years by providing accessible, affordable, quality career education and training to over one million adults each year. Colleges prepare job-ready graduates for Ontario's labour market and deliver proven return on public education investment.

When the colleges were established 35 years ago, it was a time of incredible change and growth in the education system. The system was designed to serve secondary students who were not university bound, but who wanted to further their education beyond high school. The mandate of the colleges also included meeting the needs of adults "at all socio-economic levels, of all kinds of interests and aptitudes, and at all stages of educational achievement."

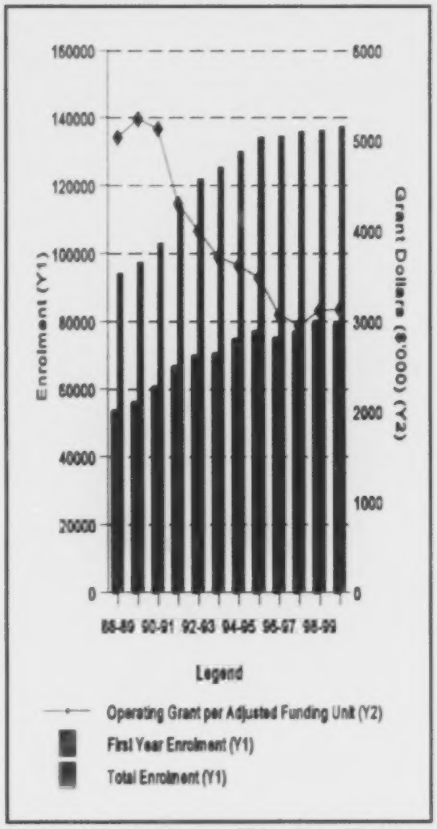
In 1967, 19 colleges, built on the existing technical and vocational schools, opened their doors. By 1972 there were 35,000 students enrolled in full-time postsecondary education. Today there are 140,000 enrolled in 25 colleges.

Our students are diverse, requiring a wide variety of educational opportunities. They represent a broad spectrum of our society (See Appendix 1). College "students" can be:

- high school graduates, directly from high school;
- high school graduates, out of school for some time;
- individuals who did not finish high school, or for some elementary school;
- university graduates;
- employees requiring retraining;
- single parents;
- persons with special needs;
- aboriginal, Francophone, Anglophone, new Canadians;
- Workers Compensation recipients;
- unemployed workers;
- full-time or part-time learners;
- distance learners;
- employees pursuing skills upgrading.

To meet the needs of this diverse group of individuals, colleges have expanded the choices to a broad range of educational opportunities:

- 1-, 2-, 3- year full-time postsecondary programs;
- literacy programs;
- upgrading programs;
- apprenticeship programs;



Source: 1987-1994, Ministry of Education and Training OCIS and CAAT 2 Surveys November 1 count. 1995-99 figures are from Ontario College Application Centre enrolment counts.

"Educational institutions and providers need to meet the needs and expectations of all their clients (learners, parents, employers) by striving for excellence at all times, fostering entrepreneurship and innovation, and being responsive to the needs of the economy. To achieve these goals they should expand their partnerships with one another and with business."
Road Map to Prosperity: An Economic Plan for Jobs in the 21st Century,
Ontario Jobs Investment Board,
March 1999

- post diploma/graduate programs;
- contract training;
- seminars and workshops;
- short training programs;
- part-time certificates and courses.

Colleges have evolved from almost full reliance on funding from government sources to revenue generating initiatives. These initiatives fill the gap created by reduced government funding and support the colleges' core business of career education and training. The reduction in funding and concomitant increase in enrolment have created many challenges and stresses. Colleges have addressed these pressures in diverse and creative ways.

Colleges have become increasingly entrepreneurial in establishing partnerships with a wide range of businesses, industries and organizations. These alliances have not only provided financial returns to the colleges but have also increased the linkages with these sectors for the colleges' students and graduates and ensured the relevancy and high-quality of programs.

Colleges have undertaken many innovative strategies to maintain high quality, relevant programs in the face of significant decreases in provincial and federal funding. However, the ability to maintain quality is being compromised. Reductions in administrative and student services is impacting academic operations.

Enrolment projections for the next ten years have been developed in consultation with ACAATO and MTCU. Due to an increase in participation rate, an increase of high school graduates (two graduating classes because of secondary school reform) and demographic changes, there is a projected increase of approximately 20% in enrolment beginning in 2003/04. Human Resource planning is also a challenge for the colleges with a significant increase in retirements and the need for new hires.

Colleges are committed to investing in the future of Ontario by providing high quality, relevant education and training for *all* our students across Ontario and the 200 communities we serve. The comprehensiveness of our programs demonstrate the responsiveness to the uniqueness and diversity of our various communities: geographical, cultural, linguistic and age.

Preview

This paper provides an overview of colleges as leaders in applied learning over the past 30 plus years in relation to accessibility, providing a skilled workforce, quality and innovation, affordability and accountability. Highlights of the diversity of college activities and innovations are included but do not reflect a comprehensive picture of colleges' initiatives.

The paper concludes by describing the initiatives ACAATO will be undertaking in response to the invitation of the *Investing in Students Task Force.* Appendices detailing learner profiles, samples of college partnerships and centres of excellence and the projected operating grant shortfall to 2010 are included.

Leaders in Accessibility

"Creation of Aboriginal Learning Unit with a focus on college entry strategies in partnership with first Nation communities and organizations to facilitate access and success for Aboriginal students at college."
Canadore College
October 2000

"Student Success Model - combined Counseling, Co-op and Placement and the Centre for Students with Disabilities into one area resulting in a more accessible support system for students."
Lambton College
October 2000

"Program of Continuous Access to Technology in Education - Anytime, anywhere learning for students in Architectural Technology, Interior Design and Journalism programs."
La Cité collégiale
October 2000

"Microsoft authorized academic training provider is a partnership in which courses in postsecondary programs prepare students and graduates to pursue Microsoft Certification Exams which are recognized throughout the world."
Confederation College
October 2000

"The College Assessment for Placement (CAP) program is an assessment process for entry-level students to ensure they are placed in the appropriate courses based on their level of academic competency. CAP is not an admission requirement but an assessment tool to help students succeed."
Georgian College
October 2000

Colleges have not only met the challenges of reduced funding by continuing to provide quality programs for their learners but at the same time have increased access to a larger number and diversity of learners. To increase access and choices, colleges have both collaborated in small groups, as a system, and acted individually to develop significant partnerships with a wide variety of education, business, industry and government partners.

- Colleges serve 200 communities in Ontario providing various educational activities to meet the local needs.
- Postsecondary enrolment has increased by 35% since 1990.
- Colleges serve high school graduates who comprise 43% of first-year postsecondary registrants in 1999; and mature learners who comprise 57% of first year postsecondary registrants.
- In addition to full-time postsecondary programs, colleges also provide many program options for adult learners:
  - literacy programs;
  - upgrading;
  - apprenticeship;
  - skilled trades;
  - part-time certificate and diploma;
  - post diploma/graduate.
- CareerPath, Ontario College Application Service's (OCAS) award winning website, showcases real life stories of college graduates who have become successful in their chosen field and their employers.
- A variety of access, student success programs and initiatives are offered to prepare students for success in their chosen college program. For example:
  - Funds raised through the Georgian College Foundation for college entrance awards which provide financial contributions for students upon entry.
  - Seneca College has implemented a new streamlined assessment and placement system that serves 7,000 incoming students annually.
  - Admissions guarantee at Durham College: "no qualified applicant shall be denied admission to Durham College due to financial hardship."
- Colleges partner with a wide variety of business, industry and organizations to provide education and training to their employees through contract training. For example:

"Northern College is currently in the process of developing Community Learning Centres in our region. These are being developed through partnerships with the community and other postsecondary institutions to directly address the issue of access."
Northern College
October 2000

"Open access computer centres with 250 computers in each."
Algonquin College
October, 2000

"Through contractual agreement with SmartForce, a global e-learning solutions company, St. Lawrence offers over 250 e-learning modules to all full-time students and staff of the college. Supplying IT technical , business and personal productivity skills, the SmartForce library of products offers significant value to our learners. This initiative represents a very cost effective means of providing on-line learning solutions in rapidly changing content environment."
St. Lawrence College
October 2000

"Boré@l.edu will make it possible for Collège Boréal to bring its programs, courses, modules to anyone, anywhere."
Collège Boréal
October 2000

- Centennial College and Black's Photo Corporation;
- Fanshawe College and Firestone Textiles;
- Conestoga College and Toyota Motor Manufacturing Canada Inc.
- Boréal College and Toromont.

- Three french language colleges provide a full range of programming for Franco-Ontarians in a variety of formats.

- Several colleges have a significant aboriginal focus such as Cambrian's Wabnode Centre for Advancement of Native Education and Culture and Confederation's Negahneewin College Indigenous Studies as well as Northern and Canadore colleges.

- Programs are offered in a variety of formats to meet the diverse needs of the learners.
  - Contact South, a consortium of 22 colleges, offers over 250 on-line courses across Ontario.
  - A variety of part-time distance education courses are offered at most colleges; for example Seneca, St.Lawrence, Mohawk and Humber colleges as well as the northern colleges through Contact North.
  - Several colleges also offer full-time programs through distance education to remote areas that otherwise would not have educational opportunities available to them for example Confederation, Sault and Boréal colleges.

- Sir Sandford Fleming and Northern colleges, among others, have instituted year-round delivery.

- To increase college graduates' mobility, colleges participate in many joint programs. For example: the Seneca-York, Mohawk-McMaster and Canadore-Nippissing initiatives.

- Most colleges have comprehensive *Prior Learning Assessment Recognition* (PLAR) procedures in place to allow students to obtain credit for learning outcomes achieved.

Leaders in Providing Skilled Workforce

"The Centre for Financial Services is a new business centre which is an alliance with industry providing applied business training using the latest technology. It gives students access to sophisticated skills required in the labour market and provides employers with a pool of trained graduates interested in a career in the financial services industry."
Seneca College
October 2000

Colleges respond to government education/training initiatives:
ATOP: 25 colleges
SuperBuild: 23 colleges
Skills Shortage Investment Fund: 19 colleges

"...Microelectronics has 25+ partners which provide outstanding career opportunities; integration of education and workplace; increased "real life" relevance."
George Brown College
October 2000

"The Skills Technology Institute centre of excellence for trades training addresses skills shortages."
Cambrian College
October 2000

Colleges continue to be major contributors to Ontario's social and economic development by ensuring there is a supply of skilled labour to meet market needs in a timely fashion. The colleges' commitment to their communities and learners results in prosperous local economies. Opportunities for individuals and workforces to remain current are provided through extensive part-time activities in their local community.

- In 1997/98 colleges provided 42,468 postsecondary program graduates for the workplace.

- Partnerships between colleges, colleges and the private sector and colleges and government have become increasingly important for institutions, employers and students to maintain a current and skilled workforce. For example:

Government initiatives requiring partnerships in which colleges are participating (See Appendix 2):
- *Access to Opportunities Program* (ATOP) was created to respond to the shortage of skilled high-tech professionals in Ontario;
- *SuperBuild*: a major initiative of the government to "build and modernize colleges and universities for future demands";
- SSI: *Strategic Skills Investment Fund* supports innovative and effective partnerships that develop critical skills necessary for business competitiveness.

System initiatives:
- CON*NECT: *The Colleges of Ontario Network for Education and Training* is a marketing alliance of Ontario's 25 colleges established to provide the public and private sectors with a convenient single point of access to the training and education resources of the Ontario colleges;
- Contact South;
- Bibliocentre: a central resource and coordinating agency for Community Colleges Resource Learning Centres, facilitating acquisition, access and distribution of learning resources within the Ontario college system;
- OCAS: The *Ontario Colleges Application Centre*, provides administrative systems and application processing services for Ontario colleges.

College initiatives:
- Photonics Research Ontario, an Ontario Centre of Excellence, in which Algonquin and Niagara colleges are collaborating on the development of photonics technician and technology programs, related courses

"The Canadian Steel Trades Employment Congress (CSTEC), a partnership between Mohawk and the development and delivery of the Steel Industry Training Program which helps local firms such as Dofasco and Stelco ensure that their employees have the necessary skills for the new economy."
Mohawk College
October 2000

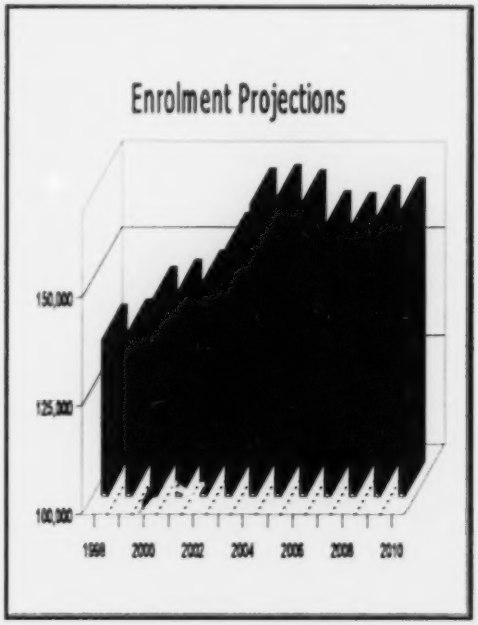
"Loyalist developed the bio-food science program to meet the corporate needs of Biodine Inc and the rapidly growing neutraceutical product field."
Loyalist College
October 2000

and certificates;
- Centennial College and eCollege.com are launching an innovative Transportation Management Program available exclusively on the Internet for the transportation professionals who are unable to attend regular classes;
- Collège Boréal is the trainer of choice for Liquid Air International and its 250,000 clients in North America.

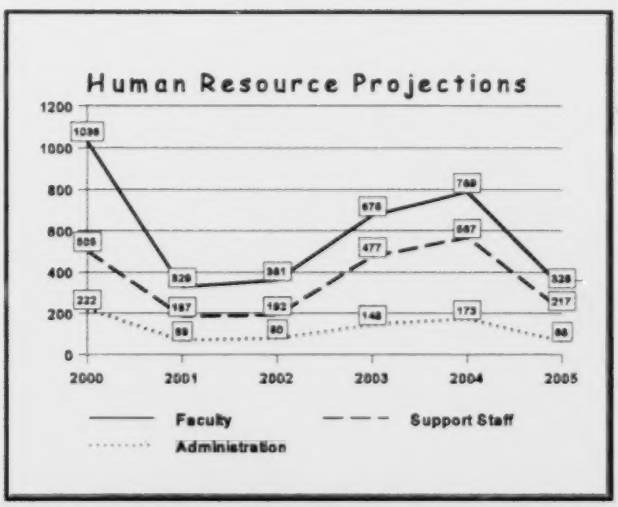
- New programs are implemented in response to identified labour needs. In 1998 new programs that were developed, approved by MTCU and implemented include:
  - Computer Programmer Analyst at Humber, Fanshawe and Loyalist colleges,
  - Computer Engineering Technology at Lambton and Niagara colleges,
  - Human Resources Management at Centennial College,
  - Cyberspace Security at Georgian College,
  - Pharmaceutical Regulatory Affairs and Quality Operations at Seneca College and Guelph University.

- CON*NECT has initiated relationships between colleges and many private and public sector partners for education and training across the province. For example:
  - seven colleges are developing and delivering the *Aerospace Industry and Training Program* in response to a request from the Ontario Aerospace Council;
  - colleges across the province will be delivering workshops, as Teranet Land Information Services in partnership with the Ministry of Consumer and Commercial Relations, phases in the implementation of remote registration of Land Titles documents;
  - the Plant Engineering and Maintenance Association of Canada has the *Maintenance Management Program* being delivered by four colleges this fall with other colleges interested in becoming involved.

- Colleges continue to be lead institutions for the delivery of apprenticeship training for example:
  - Colleges provided 464,759 full-time apprenticeship training days and 247,234 part-time apprenticeship training days in 1999/00 which is 93% of the total training apprenticeship days in Ontario;
  - St. Clair College's Automotive Manufacturing Skills Initiative combined apprenticeship and a technology diploma;
  - La Cité collégiale developed linkages between postsecondary/apprenticeship programs and secondary-level employment stream programs.



- Colleges are integrating industry certification programs into their full-time postsecondary program curriculum to have graduates qualified at industry standards for example: Microsoft, Cisco, Novell, Oracle, Auto Cad.
- Co-op programs are offered in a wide variety of program areas to provide graduates with current experience and acquire job-ready skills.
- The Ontario Basic Skills/upgrading/literacy programs provide adults with the opportunity to acquire comprehensive literacy, numeracy and science upgrading from the most elementary level to Grade 12 equivalency. This provides a foundation for adults to improve their job opportunities or pursue further education.
- The colleges have several initiatives they are undertaking to ensure they have skilled staff to address teaching, leadership and support for the future:
  - The Provincial Management Academy will create a proactive provincial approach to CAAT retirements, staff renewal, growth, succession planning and management development.
  - A human resource needs assessment project is being undertaken to do an in-depth assessment of actual and projected staffing needs of the colleges in the next ten years in relation to retirements, increased enrolment and new programs requiring new hires.
  - The Learning College Project is a collaborative project between the League for Innovation and the community colleges. The project will develop a five-year plan for assisting Ontario's colleges to become model centres of excellence which demonstrate and exemplify the principles and practices of a learning college.



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Leaders in Quality/Innovation

"College grads get jobs"
Maclean's
October, 1998

"Hospitality/Tourism/Ecotourism Centre with one-, two- and three- year administration exits, industry placement and degree completion (3+1) with American University and hotel chain."
Canadore College
October 2000

"Music industry Arts program - unique in the public system in Canada through industry support and studio rentals generates revenue to provide state-of-the-art equipment for students."
Fanshawe College
October 2000

"Established in 1998, the Office of Research Development promotes and encourages applied research. The projects are promoted on the basis of links to academic programming to provide students with new opportunities for learning and access to leading edge technology, equipment and methods."
Sheridan College
October 2000

The Durham College Employer Guarantee declares "that if any employer is dissatisfied with any graduate's knowledge or skill that is in a program outline the college will retool that graduate at the college's cost and at the employer's and graduate's convenience."
Durham College
October 2000

Despite the challenges of reduced funding, colleges have remained committed to providing high quality career education and training programs. A wide range of innovative partnerships, program specializations and centres of excellence have evolved to meet the needs of business and industry in the preparation of qualified graduates.

- The 1998/99 employment rate for college graduates was 90%.
- The 1998/99 employer satisfaction rate was 91%.
- College graduates who proceed to university are successful.
- Provincial program standards exist and are followed extensively for approximately 120 college programs.
- The Premier's Awards were created by the province to honour the important social and economic contribution college graduates make to Ontario. They were established in 1992 and annually acknowledge 5 outstanding graduates from the colleges.
- Ontario colleges are receiving an increased number of applied research grants.
  - Sault, Fanshawe, Niagara, Seneca, Sheridan and Fleming colleges received funding from the *Canadian Foundation for Innovation* of applied research.
- The quality of college programs is recognized by universities within Ontario, across Canada, the U.S. and elsewhere as evidenced by the transfer agreements that exist. A few examples are:

  Inside Ontario:
  - St.Clair College and Windsor and Laurentian Universities;
  - Confederation College and Lakehead and Ryerson Universities;
  - Humber College and Western and McMaster Universities;
  - Loyalist College and Guelph and Carleton Universities.

  Outside of Ontario: most colleges have agreements with Athabasca University and the University of Western Sydney in Australia. Other examples include:
  - Sault College and Lake Superior State University, USA;
  - Fanshawe and Lethbridge University;
  - Centennial College and New Hampshire College;
  - St. Lawrence College and Mercy University, USA and Royal Roads B.C.

Leaders in Accountability

"Clearly a college education is preparing young people for success in the workforce. By publicizing the profile of college graduates, we are giving students the information they need to make informed choices for the future."
Dianne Cunningham
Minister, Training, Colleges and Universities
February 2000

1998/99 KPI Results
- Graduate placement rate: 90%
- Graduate satisfaction rate: 80%
- Employer satisfaction rate: 91%
- Student satisfaction rate: 68%

"...Fleming launched a comprehensive program review process. All academic programs are reviewed against a set of 10 key indicators, and costed down to the course level."
Sir Sandford Fleming College
September 2000

"Intech Computer International and Grands Lac recently formed an alliance and launched the computer system WinSuperviseur with the Intech security card. This system allows the teacher to monitor students' learning curves and to provide easy-to-use computer support."
Collège des Grand Lacs,
October 2000

To ensure the highest quality and relevance of college programs and effectiveness of operations, colleges have led the public sector in Ontario in the development and implementation of a variety of accountability measures. Since the colleges' inception they have demonstrated an outcomes orientation upon which they continue to build.

- College Boards of Governors are community-based and represent the public interest.
- Program Advisory Committees, comprised of over 10,000 employers, students, graduates and community leaders, ensure the relevance of each program.
- Program review and continuous improvement processes that contribute to college quality and effectiveness have been initiated in most colleges such as St. Lawrence's ISO 9001 designation and Sheridan's comprehensive program review process which addresses quality, efficient and effective use of resources and staff morale .
- Key Performance Indicators, implemented in 1998, report publicly the graduate placement rate, graduate satisfaction rate, employer satisfaction rate and student satisfaction rate.
- The Continuing Education Survey has been conducted by the colleges across the province to assess the satisfaction of the colleges part-time learners.
  - In May 1999, 86,938 learners responded to a survey with 86% rating courses either good or excellent and 94% rating their instructors knowledge of the subject good or excellent.
- The Contract Training Survey has been conducted every other year to assess the satisfaction of business and industry clients which have contracted with the colleges to provide training for their staff.
  - In December 1998, 729 corporate and public sector clients who utilize colleges for employee training were surveyed. Eighty-nine percent of the clients surveyed indicated they were completely, or very, satisfied with the training provided.
- Colleges continue to be responsive to government needs, policy and initiatives:
  - Literacy programs,
  - Targeted programs to prepare adults for employment – Futures/Ontario Works;
  - ATOP, SSI, SuperBuild;

"There is great regional diversity within the provincial economy and no single recipe will work for all regions or communities to create jobs and economic growth — flexibility is essential."
Road Map to Prosperity: An Economic Plan for Jobs in the 21st Century,
Ontario Jobs Investment Board,
March 1999

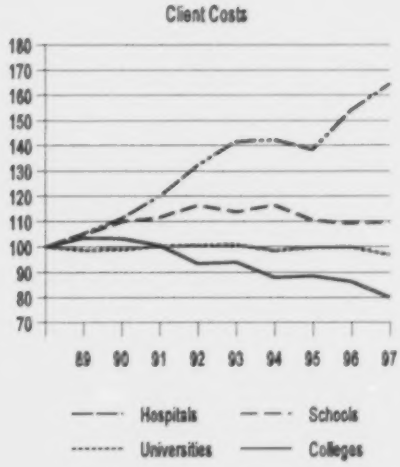
"Workplace training concurrent with in-class training is conducted at DaimlerChrysler, Centre Line, Collins Electric, Siemens"
St. Clair College
October 2000

- Ontario Jobs Investment Board report *Road Map to Prosperity*;
- increased enrolment during financially challenging times.

- Colleges have demonstrated accountability in meeting their local communities' education and training needs. This continues to be integral to local economic development and the currency and stability of the local workforce. For example:
  - Mohawk: the development and implementation of 2-year Mechanical Engineering Technician programs in Tool and Die;
  - Aerospace Canadore: one of 6 key integrated components of the North Bay integrated Transpark initiative;
  - Durham: Canadian Automotive Institute;
  - Niagara: Maid of the Mist Centre for Hospitality and Tourism;
  - Lambton College: Industrial Educational Cooperative represents 15 local companies in the identification of training needs for their combined workforce.

Leaders in Affordability

"Consolidated our operations into three campus locations, selling and/or moving out of four other major leased and/or outdated locations."
Niagara College
September 2000



"Restructuring of the college with a 46% reduction in administrative positions and a 36% reduction in faculty positions."
Sault College
October 2000

Student Satisfaction with
- program knowledge and skills for future career — 83%
- program knowledge and skills for life outside work — 64%
- quality of learning experiences in program — 75%
- quality of facilities/resources in college — 61%
- overall quality of services in college — 59%

Ontario's colleges have made significant strides in realizing a high level of efficiency in the past decade while providing high quality, relevant programs. College education provides affordable education and value for student investment. Most program tuition is approximately $1700 and provides students with job-ready knowledge and skills.

However, there is increasing concern over the ability of the colleges to continue to maintain quality and to successfully meet increased demands given the reduction in operating grants .

- In 1998/99 the Total Operating Grant was 42% of the total college revenues whereas in 1992 it comprised 53% of total college revenue.
- In 1990 the grant per weighted funding unit was $5,234 and in 1998/99 it was $3,113.
- Since 1990 the operating grant per weighted funding unit has decreased by 42% while enrolment has increased by 35%.
- The funding and funding increases per student (client) compared to other Ontario public sectors is lowest in the college sector as can be seen in the chart to the left.
- Colleges have instituted various measures to increase efficiency. Examples:
  - reduction of staff and/or administrative restructuring have been instituted at Lambton, Fanshawe, Loyalist, Sault, Canadore and Cambrian colleges.
  - space and utilities efficiencies have been realized at Durham, Canadore and Georgian colleges.
  - campus consolidation has been undertaken at Niagara, Algonquin and Mohawk colleges.
  - many colleges have streamlined curriculum such as having 1st year common core at Boréal and Confederation, compressed programs at Northern, year-round scheduling at Sir Sandford Fleming.
- Colleges have entered into a variety of consortia and partnerships to realize cost efficiencies:
  - 15 colleges use common financial systems;
  - block insurance purchase involves 17 colleges;
  - 7 colleges use a common human resource system;
  - group purchasing arrangements are in place at GTA colleges;
  - partnerships have been developed with local community public sectors for purchasing, printing, natural gas .

- Some colleges have outsourced some of their ancillary operations to focus on their core business — career education and training, for example:
  - Chapters providing bookstore services: Cambrian College;
  - Leasing arrangements with computer companies: Dell and George Brown College;
  - La Cité : parking, cafeteria, gymnasium, custodial, security, payroll, pub.

"Additional operating revenue is required to sustain both increased enrolment and increased physical capacity. The model estimates that by 2010, the annual incremental resource shortfall would amount to over $500 million to sustain the increased enrolment projected by the Ministry."

Report: Future College Capacity Issues Resulting from the Double Cohort and other Demographic Considerations,
Administrative Services Coordinating Committee.
November 2000

The efforts of excellent college staff have generally maintained high quality programs in financially challenging times. However, the Key Performance Indicator results show that student satisfaction with programs is higher than the satisfaction with college facilities and services. This reflects the decisions that have been made to address the significant reduction in funding and a desire to maintain program quality and relevance.

Georgian College, in consultation with the Colleges Branch of the Ministry, developed a "picture" of the history of tuition and transfer payments to colleges. Comparing 1990/91 and 1999/00, the total transfer payment per funding unit has decreased by 39.9% and, after adjustment for inflation, by 48.9%. Full-time tuition has increased by 219%.(See Appendix 4)

Results of an Administrative Services Coordinating Committee study conducted by KPMG, November 2000, indicates that the colleges projected estimated operating expenditures will increase dramatically over the 10 years ending March 31, 2010.This will be as a result of:

- The expenditures to maintain the larger infrastructure resulting from the SuperBuild announcements; and,
- The Ministry-projected increase in enrolment requiring additional expenditures for academic-related and student service-related activities.

Furthermore, additional resources will be required to off-set the loss of purchasing power over the decade. Today, the Colleges are experiencing significant pressure from the current construction boom in Ontario. Current demand for construction/renovation has placed significant upward pressure on prices well in excess of general inflation. Labour markets are experiencing competition for highly-skilled professionals resulting in upward pressure on remuneration (e.g., technology, engineering, health-sciences, etc.).(See Appendix 4)

Over the past decade, colleges have been consolidating their role in providing quality, accessible relevant career education and training despite significant changes in government funding and policy. Substantial efficiencies and cost savings have been realized across the college system in the past decade.

A New Charter for Ontario Colleges

"A successful 21st economy depends upon a partnership that includes Ontario's postsecondary community, its business and industry , its governments and its citizens. Colleges best contribute to the partnership by leading in access, educational quality and market responsiveness to business and industry."
Ontario's Colleges for the 21st Century: Capacity and Charter Framework
May 2000

A reflection of the colleges' ongoing commitment to fulfilling their role in contributing to Ontario's prosperity is the 18-month development of a new charter for Ontario's publicly funded community colleges. In May 2000, a report *Ontario's Colleges for the 21st Century: Capacity and Charter Framework* was submitted to Dianne Cunningham, Minister, Training, Colleges and Universities reflecting the consultations and consensus of the 25 colleges and the strategies required to continue to be effective and successful in the 21st Century.

As leaders in access, quality, accountability and innovation for the past thirty plus years, colleges have the expertise, the confidence and the creativity to continue to provide job-ready graduates for Ontario's workforce. The commitment to contributing to the economic and social development of Ontario continues to be unwavering.

Recommendations to Investing in Students Task Force

The following actions and initiatives to build access, student benefit, community benefit, and collaboration are recommended by the Committee of Presidents. These system-wide initiatives were developed through consultation with each president individually, with the ACAATO coordinating committees, with individual enterprises and approved by the Committee of Presidents.

These initiatives will continue the college tradition of contributing to the social and economic development of the province through maintaining a skilled workforce. As stated by Ontario Jobs Investment Board report *A Road Map to Prosperity,* the future prosperity of Ontario is directly linked to a knowledgeable and skilled workforce.

These initiatives will build on the college system's strengths and expertise by:

- increasing access and choices for students;
- continuing to improve cost-effectiveness and efficiencies;
- facilitating the mobility of students;
- developing new partnerships with business, industry and other educational sectors; and
- maintaining program quality and relevance.

System-Wide Proposals:

- *Distributed Learning Network for Ontario's CAATS* : a detailed business plan for the development and implementation of the network is being funded by the Ontario Knowledge Learning Network. This initiative will increase access and choice for students across the province.

- *Centralized OCAS/OUAC application process* that will provide "one-stop shopping" for students including OSAP and a provincial toll-free call centre to provide basic information regarding institutions and programs; includes web-based applications and electronic data exchange.

- *Redtape reduction:* An analysis of the number and costs of audits will recommend increased efficiency and reduced cost for accountability.

- *Facilities management proposal* which will include existing best practices, current projects of the facilities administrators group, responses to economic challenges, overview of existing consortia in this area, analysis of other educational institutions elsewhere and recommendations for additional efficiencies.

- *Apprenticeship reform costs and efficiencies proposal* that will build on the *Report from MTCU/ACAATO Working Group on In-School Training Costs and Efficiencies* prepared by

the working group on In-School Training Costs and Efficiencies, a sub-group of the MTCU/ACAATO Apprenticeship Reform Steering Committee.

Charter

Charter recommendations such as increased board flexibility accountability regarding administrative terms and conditions of employment, presidential hiring and compensation, real property transactions, and exploration of an employer association are confirmed.

"Best Practices":

- Interinstitutional joint programming that demonstrates initiatives to improve student choice and mobility.
- Bibliocentre
- Consortia: examples of both a regional and provincial consortia that demonstrate challenges and benefits of working together for colleges and students.
- Outsourcing of activities: an example of the impact of selected outsourcing operations such as the bookstore will be demonstrated including cost savings, cost avoidance, challenges and benefits to the students.
- CON*NECT demonstrates "one-stop shopping" for the business and industry client group that requires training in several locations in the province.

Future Research:

- Transferability options: ACAATO will work with the government and student representatives to determine a model, appropriate for Ontario, that will ensure students receive credit for learning and have access to degrees.
- Tax credits for companies donating or loaning equipment to colleges, government/private sector/colleges matching funds programs, the creation of equity positions and spawned companies will be investigated as a mechanism to increase revenue without increasing costs to students.
- The development of a strategy for voluntary IT consortia that will support hardware/software/ infrastructure development and acquisition. The possibility of obtaining seed funding to support the development and initiative of the project.

Conclusion

Colleges are leaders in applied learning. Ontario's colleges are seen as leaders in access, innovation, accountability and affordability locally, provincially and internationally.

As key instruments of social and economic development, they are integral to the prosperity of Ontario as outlined in the OJIB report *Road Map to Prosperity*. It is essential to build on and reinforce the many successes of the colleges to date. As innovative, creative institutions the colleges have responded effectively to financially challenging times as well as to both workforce and government needs and are committed to continue.

The colleges are looking forward to *Investing in Students Task Force* report. Colleges are committed to working with government and stakeholders to ensure quality career education and training employers require across Ontario.

APPENDIX 1

Learners

Figure 1: Post-secondary registrants in colleges by year

	1995	1996	1997	1998	1999
Year 1	56.5%	54.8%	54.8%	56.1%	55.3%
Year 2	34.0%	35.1%	34.9%	33.9%	34.6%
Year 3	9.4%	10.1%	10.3%	10.0%	10.1%

Source: Ontario College Application Service (OCAS)

Figure 2: Post-secondary registrants by division

	1995	1996	1997	1998	1999
Arts	49,989	47,820	48,469	47,169	47,665
Business	42,932	44,675	46,596	47,395	47,578
Health	14,561	14,386	12,542	12,905	14,065
Technology	28,398	29,247	30,237	30,651	30,158

Source: Ontario College Application Service (OCAS)

Figure 3: Overall data on college post-secondary applicants in 1998 and 1999

Data from the Ontario College Application Service	**1998**		**1999**	
	Applicants Year 1	**Registrants Year 1**	**Applicants Year 1**	**Registrants Year 1**
Age:				
• 19 and under	38.1%	35.1 %	38.4%	38.9%
• 20 to 24	44.3%	45.0%	40.8%	42.1%
• 25 to 29	8.2%	8.7%	9.1%	9.1%
• 30 and over	8.1%	10.1%	11.7%	8.8%
• unknown	.94%	.93%	1.4%	1.1%
	1998 Applicants Year 1	1998 Registrants Year 1	1999 Applicants Year 1	1999 Registrants Year 1
Gender:				
• Female	52.8%	52.7%	52.6%	52.0%
• Male	47.2%	47.3%	46.2%	47.0%
• Undisclosed			1.2%	. 98%
Current Secondary School Student:				
• Yes	49.4%	44.4%	37.8%	43.3%
• No	50.6%	55.6%	62.2%	56.7%

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Figure 4: First Year Students Attending Local College or Outside Colleges 1999

Total Ontario residents who leave their catchment area to attend another college (NOT including French colleges)	34,726
Total Ontario residents that stay in their catchment area to attend college NOT including French colleges	38,467
Total Non-Ontario residents that attend an English college	1,093
Total Ontario residents that attend a French college	2,417
Total Non-Ontario residents that attend a French college	592

Figure 5: Student Profile of OSAP Awards by Sector

1999-2000	Married/Sole Support		Independent		Dependent	
	#	%	#	%	#	%
Colleges of Applied Arts and Technology	14,682	23.0	18,131	28.5	30,865	48.5
Universities	8,502	10.0	26,347	31.0	49,185	59.0
Private Vocational Schools	7,538	48.0	5,376	34.0	2,842	18.0

Source: Ontario Ministry of Training, Colleges and Universities, Student Support Branch as of July 8, 2000.

Figure 6: Student Profile, 1999-2000 – Literacy and Basic Skills

Characteristic	Literacy and Basic Skills Levels 1- 5	Ontario Basic Skills Level IV
Ages 16-18	4%	5%
19-24	31%	31%
25-44	54%	52%
45-64	11%	11%
65+	>1%	1%
Education Completed		
Up to Grade 8	13%	7%
Grades 9, 10, 11	54%	43%
Grade 12	25%	32%
Grade 13, OAC	8%	18%
Training Goals		
Employment	19%	13%
Further Education/Training	72%	82%
Personal Independence	9%	5%

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Figure 7: Apprenticeship In-school 1999-00 By Sector: Actual Training Days

SECTOR	COLLEGE		NON-COLLEGE		TOTAL	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Construction	199,564	20,400	32,744	200	232,308	20,600
Industrial	42,621	110,646	0	203	42,621	110,849
Motive Power	163,820	53,214	0	0	163,820	53,214
Service	43,787	13,843	4,200	308	47,987	14,151
Other	14,967	49,131	13,272	0	28,239	49,131
Total	464,759	247,234	50,216	711	514,975	247,945

Figure 8: Active Apprentices by Sector: August 1, 2000

SECTOR	MALE	FEMALE	TOTAL
Construction	15,748	264	16,012
Industrial	8,904	188	9,092
Motive Power	10,829	165	10,944
Service	2,910	3,867	6,777
Other	4,448	1,088	5,536
Sub-Total	42,839	5,572	48, 411

Source: Ontario Ministry of Training, Colleges and Universities, Training Division, August 2000.

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APPENDIX 2

Partnerships

These SuperBuild Projects provide examples of the range of partnerships Ontario colleges have developed. projects required partners with some form of supporting commitment.

SuperBuild: Individual Colleges

Institutions	Project Title	Student Spaces	SuperBuild Award ($ Millions)
Algonquin (2)	Advanced Technology Centre	0	10.00
Cambrian (1)	Cambrian Transformation 2000: Quality and Accessibility Initiative	1,240	14.84
Canadore (1)	Hospitality, Tourism & Ecotourism Management Development Centre	97	1.78
(2)	Expansion of Aviation and Aerospace Program	65	8.60
Centennial (1)	Advanced Technology Institute	4,480	37.80
Conestoga (2)	Expansion of Training & Education Capacity	1,430	14.22
Confederation (2)	Expanded Aviation Training Facility	74	3.99
Durham (1)	Manufacturing and IT Centre & College/University Centre Expansion	3,009	28.75
Fanshawe (2)	London Campus Capacity Expansion	2,000	27.46
George Brown (1)	"Building our Future" Capital Project	1,800	15.48
Georgian (1)	Centre for Technology Enhanced Learning	1,594	9.79
Humber (2)	Lakeshore Campus Development	1,600	17.80
La Cité (2)	Media Centre	265	4.00
Lambton (2)	Renovation and Addition of Classroom and Computer Labs	250	2.88
Loyalist (2)	High tech Access Centre	316	4.00
Mohawk(2)	Centre for Excellence- Information Technology	1,526	8.48
Niagara	Hospitality and Tourism Expansion	375	4.29
Northern(1)	Veterinary Technician Program Expansion	40	0.06
St Clair(1)	Centre for Excellence in Manufacturing	1,296	10.98
St Lawrence(2)	Learning Commons for the 21st Century	1,560	16.18
Sault(2)	Distributed Learning, Computer Technologies and Health Sciences	300	3.38
Seneca(1)	Newnham Campus- Expansion/redevelopment	2,050	10.42

Sheridan(1)	Theatre & Interdisciplinary Gerontology	400	3.15
(2)	Expansion of Centre for Animation and Emerging Technologies	400	7.20
Sir Sandford Fleming (1)	SSF College's Capacity Building	3,000	27.45
Total		**29,167**	**292.98**

SuperBuild: Joint Projects

Algonquin & Carleton (1)	Joint Undergrad Degree in Information Technology	550	11.34
Fanshawe & Western (2)	Communication, Information and Multimedia studies	155	4.32
George Brown & Ryerson (1)	Centre for Studies in Community Health	1,075	13.38
Georgian & York (1)	Central Technology Enhanced Learning Building	1,150	7.20
Humber & Guelph (1)	Humber-Guelph Centre for Advanced Education & Training	2,000	28.63
St Clair & Windsor (2)	Integrated Engineering and Technology Learning Program	206	2.96
Seneca & York (1)	Technology Enhanced Learning Building	4,000	46.99
Sheridan & U of T (1)	Facilities for Communication Culture & IT Program	1,200	27.3
Sir Sandford Fleming & Trent (2)	Cooperative Ventures Infrastructure	215	2.81
Total		**10551**	**144.93**

Projects	**Number**	**%**	**New Student Spaces**	**%**	**SuperBuild Award ($millions)**	**%**
College	**25**	42.4	29,167	39.9	292.98	32.9
University	**25**	42.4	33,361	45.7	453.46	50.9
Joint	**9**	15.3	10,551	14.4	144.93	16.3
TOTAL	**59**		**73,079**		**891.37**	

STRATEGIC SKILLS INVESTMENT PROGRAM
Collaborative Ventures

College	Program Title	Funding Approved
Centennial	Aerospace Industry Training Program	$2,500,000
Seneca (Guelph U.)*	Bachelor of Science in Technology in Applied Pharmaceutical Chemistry, Physics and Technology	
George Brown*	Centre for Advanced Microelectronics Technology	$2,100,000
Georgian *	Centre for Automotive Parts Expertise	$3,800,000
Niagara*	Centre for Integrated Manufacturing Training and Applied Research	$1,595,209
Fanshawe*	High Demand Skills in Millwright and Tool and Die Technology	$559,940
Conestoga*	Information Technology Training Centre	$3,600,000
Algonquin Niagara	Photonics Education and Training	$3,500,000
La Cité	Interactive Call Centre Training	$1,500,000
Boreal*	Centre for Excellence in Forestry of Northern Ontario	
Fanshawe	Motive Power Program Expansion and Truck/Coach Apprenticeship	$2,000,000
Conestoga	Information Technology Training Centre	$2,600,00
Centennial	Centre for Engineering Design and Rapid Manufacturing	
Mohawk*	Centre for Rapid-Text Reporting Technology	
Confederation*	Institute for Global Entrepreneurship and Electronic Commerce	
Humber*	Telecommunications Learning Institute	
Northern	Forest Industry Training	

* 1998-1999 Portfolio

APPENDIX 3

Samples
College Centres of Excellence/Institutes

Colleges have identified these specialties as some of the system's centres o excellence/institutes.

College	Centre of Excellence/Institute
Algonquin	Police and Public Safety Institute
Boréal	Centre d'excellence en foresterie du Nord de l'Ontario: Kapuskasing specializes in woodlands operations, Hearst in wood processing and industrial maintenance. Boré@l.edu e-learning initiative to use the emerging e-learning technology to respond quickly to changes in learning and students' needs as well as course content and technology.
Cambrian	Institutes of Research and Development: Northern environmental Heritage institute and Northern Centre for Advanced Technology Skytech: Skills Technology Institute- centre of excellence for trades training Wabnode Institute: Centre for the Advancement of Native Education and Culture Glenn Crombie Centre for Disability Services
Canadore	Aerospace Canadore: one of six key integrated components of the North Bay Integrated TransPark Initiative (expected to create 800 new jobs locally).
Centennial	The Bell Centre for Creative Communications
La Cité	Three areas of specialization in french postsecondary education: Media, Health and Technology.
Conestoga	
Confederation	Paterson Aviation Training Centre: incorporates two major aviation related programming areas: Flight Management and Aircraft Maintenance. Negahneewin College if Indigenous Studies: the model integrates the resources at Confederation College around the priorities and aspirations of the Aboriginal people.
Durham	Skills Training Centre
Fanshawe	Multi Media Cluster: Radio and Television Broadcasting, Multimedia Technician, Broadcast Journalism, and Music Industry Arts.
George Brown	We are currently focusing on the sectors of Financial Services, Graphic Design, Community Services and Health Sciences, Hospitality and Tourism, Building Technologies, Information Technologies and Microelectronics Manufacturing.
Georgian	Canadian Automotive Institute: offers a unique three-year program in Business Administration-Automotive Marketing. Fully funded by Canada's automotive manufacturers, provincial and national automotive dealers associations and the automotive aftermarket industry.

Grand Lacs	
Humber	
Lambton	Fire and Emergency Response Training Centre: industry and education partnership to meet common training goals.
Loyalist	AMDEC: Emerging Media Technology provides a full range of integrated media programs.
Niagara	Maid of the Mist Centre for Hospitality and Tourism & Niagara Culinary Institute: provide specialized services and programs from apprenticeship to postsecondary and postgraduate programs.
Northern	Welding Technology and Mining Technology Our approach to ensure that the needs of our communities is met is our main focus.
Mohawk	Mohawk-McMaster Institute for Applied Health Science: a new facility jointly owned by Mohawk College and McMaster University.
Sault	Aviation Programming: 3 year flight training, aircraft structural repair, aviation machinist and flight attendant. Forestry Program: partner with Canadian Forestry Service, MNR and Ontario Forestry Institute in delivery of 2-3 year programs.
St. Clair	Centre for Excellence in Manufacturing (CEM)
St Lawrence	Trio of Health Science programs on Kingston campus with common first semester: Biotechnology, Medical Laboratory Technology and Veterinary Technology supported by close association with Biosciences complex of Queen's University.
Seneca	Seneca@York partnership responds to the call by business, government and students for closer relationships between colleges, universities and business.
Sheridan	Centre for Animation and Emerging Technologies: designed to be the leading-edge centre of excellence in Canada representing the convergence of content creators and distributors of information age.
Sir Sandford Fleming	School of Environmental and Natural Resource Sciences: offers more than 18 diploma and post-diploma programs, conducts applied research and has established numerous partnerships with many universities.

APPENDIX 4

Funding

The following is the Executive Summary of the report *Future College Capacity Issues Resulting from the Double Cohort and other Demographic Considerations*, November 2000, that the Administrative Service Coordinating Committee, engaged KPMG to produce. The purpose of the study was to estimate the system-wide resources required to meet incremental enrolment growth. These estimates include both the one-time investments required to enable growth and the annual incremental resources to support the expanded system.

Executive Summary

Ontario's Colleges of Applied Arts and Technology (the Colleges) have contributed substantially to economic development in Ontario for over thirty years through their provision of accessible quality career education and training in both English and French. Today, the Colleges prepare job-ready graduates for Ontario's expanding and demanding labour market.

The Ministry of Training, Colleges and Universities (the Ministry) estimates a demand for an additional 37,400 spaces (a 27 percent increase in full-time enrolment) by 2010.

Meeting the Future Demand

To fully meet the educational needs of Ontarians, the Colleges will be required to increase their academic and physical resources. In recent years, the Colleges have increased the system-wide enrolment and reduced their reliance on operating grants[1] through increased operational efficiencies and increased tuition revenue. Today's Colleges have limited ability to grow their capacity with only their existing revenue sources. In addition, the Colleges have negligible net assets and incremental debt capacity. Significant resources are required for capital expansion (one-time investments) and on-going operations (annual revenue).

The Administrative Services Coordinating Committee (the Committee) of the Association of Colleges of Applied Arts and Technology engaged KPMG LLP to work with the Committee to develop this paper that estimates the expenditures, revenue and related implications for the Colleges using a specific set of hypotheses and assumptions.

Cautionary Note

Readers are cautioned that actual results achieved for the period covered will vary from the information presented and that the variations may be material.

Capital Expansion

Using the Ministry-projected enrolment increases, current SuperBuild[2] approvals for the Colleges should enable the necessary space requirements for the next ten years. The model and its assumptions, adopted for this report, used system-wide data and did not include an assessment or determination of whether there may be local space issues during the next decade at specific institutions. As a result, certain additional capital projects may be required.

Given the current construction boom in many areas of Ontario, the Colleges may be challenged to develop the new spaces within the required time frame and to manage the project costs. For example, in Toronto, the non-

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1 *i.e., operating grants have decreased as a percentage of total revenue*

2 *SuperBuild represents the largest investment ($742 million) in Ontario=s colleges and universities in over thirty years.*

residential building construction price index increased 7.7%[3] between the second quarter of 1999 and 2000. Further, some colleges may have difficulty securing non-SuperBuild contributions or financing.

On-going Operations

The Ministry-projected expansion of demand is not sustainable solely from increased tuition revenue[4] from incremental enrolment. Inflation together with increased demand for academic resources will drive aggregate expenditures in excess of the incremental tuition revenue.

Though there may be economies of scale realized from increasing enrolment, the Colleges will be required to invest in additional non-capital infrastructure and resources (i.e., learning resources, instructional computers, etc.).

The model assumes:

- Annual inflation of 2.1% over the ten-year period compounded annually;
- All salaries and benefits expenditures will increase over the ten-year period based on annual inflation assumption;
- Technology-related expenditures will increase over the ten-year period based on annual inflation assumption;
- Administrative expenditures will vary directly with 20% of the enrolment increase;
- Support expenditures will vary directly with 50% of the enrolment increase;
- Academic expenditures will vary directly with the enrolment increase;
- All expenditures relating to specific-purpose grants will be contained within the available funding.

Additional operating revenue is required to sustain both increased enrolment and increased physical capacity. The model estimates that by 2010, the annual incremental resource shortfall would amount to over $500 million to sustain the increased enrolment projected by the Ministry.

Figure 1: Projected Annual Resource Shortfall
Assuming 2.1% Annual Inflation
For the ten years ending March 31, 2010
(in millions of dollars)
(unaudited)

[3] *Statistics Canada, CANSIM, Matrices 9930-9931 and Catalogue 62-007-XPB*

[4] *Assuming tuition increases, net of the required contribution to student assistance, are limited to the two percent announced by the Ministry until the year ended March 31, 2005 with zero percent increase thereafter.*

Figure 1 highlights three key components of the incremental revenue. These include:

- The impact of holding the general-purpose operating grant constant;
- The impact of lower than inflationary increases for announced tuition fees (i.e., the announced tuition fee increase of two percent[5] over the first five years of the projection and holding tuition fees constant thereafter); and,
- The impact of other factors.

The above estimates do not include:

- **The resolution of the deferred maintenance issues** In 1999, the Ministry estimated the order of magnitude of deferred maintenance to be $300 million. A portion of this has been addressed through the SuperBuild approvals. The Ministry has estimated that the Colleges[7] will have an estimated un-addressed deferred maintenance of approximately $317 million as at March 31, 2006.

Deferred maintenance issues will need to be resolved to ensure high-quality education at the Colleges.

- **Quality enhancement costs.** These costs include program quality support (i.e., faculty renewal, increased technical support staff, program and professional development); Learning Information Technology (i.e., one-time investment in 2000 for technology and annual instructional technology requirements thereafter); and, Colleges New Charter (i.e., research and consultation related to the new charter and implementation plans for applied degrees, degree completion, nursing entry to practice, and college/university articulation agreements).
- **Technological enhancements costs** These costs include improving technology infrastructures (i.e., networks, hardware, software and related support) that support learning, e-business, administration and student services. As technology becomes a more important facet of learning and supporting the learning environment, access to up-to-date infrastructure will be required by instructors, students and administrators.

Closing the Incremental Revenue Gap

This report identified three areas of public-policy that could close the financial resource gap, which are outside of the report's terms of reference:

- Changes in the current levels of the general-purpose operating grant and other specific-purpose grants from the Ministry;
- Changes in the student tuition fees beyond those announced by the Ministry; and,
- Methods of financing infrastructure growth.

The above represent policy decisions for the Province.

Conclusion

The Colleges' projected estimated operating expenditures will increase dramatically over the ten years ending March 31, 2010. This will be as a result of:

- The expenditures to maintain the larger infrastructure resulting from the SuperBuild announcements; and,
- The Ministry-projected increase in enrolment requiring additional expenditures for academic-related and student service-related activities.

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[5] *Colleges are required to direct thirty percent of any tuition fee increases into student assistance. As a result, the model estimates are based on an average increase of 1.4% over the first five years.*

[6] *As identified by the Colleges*

[7] *As identified in the presentation entitled, A Results of College Institutional Plans@, submitted to the Ministry of Training Colleges and Universities, and Association of Colleges of Applied Arts and Technology of Ontario Working Group on College Capacity and Funding*

Furthermore, additional resources will be required to off-set the loss of purchasing power over the decade. Today, the Colleges are experiencing significant pressure from the current construction boom in Ontario (Current demand for construction/renovation has placed significant upward pressure on prices well in excess of general inflation) and labour markets (Competition for highly-skilled professionals has placed significant upward pressure on remuneration (e.g., technology, engineering, health-sciences, etc.)).

It is imperative that the following actions be undertaken:

- Resolution of the public-policy issues relating to the general-purpose grant, other specific-purpose grants and tuition changes beyond those announced by the Ministry; and,
- Studying the impact of staffing needs for the Colleges to meet the increased student enrolment.

The predicted growth cannot be sustained solely from increased tuition revenue from incremental enrolment. Continued erosion of the College's funding units will only exacerbate the growth issues and quality considerations.

Since the Ministry projections show sustainable growth through the double cohort period into the long-term, permanent solutions are required to solve permanent growth.

History of Tuition and Transfer Payments to Colleges

	1990/91	1999/00	Change	% Change
Total College Transfer Payment	**772,000,000**	**692,749,500**	**-79,250,500**	**-10.3%**
Total System Funding Units	133,673.2	199,427.9	**65,755**	**49.2%**
Total Transfer Payment per Funding Unit	$5,775	$3,474	**-2,302**	**-39.9%**
CPI Grant per Funding Unit adjusted to 90/91(17.7%)	$5,775	$2,951	**-2,824**	**-48.9%**

Tuition

	1990/91 system #'s	1990/91 Tuition per	1990/91	1999/00 system #'s	1999/00 Tuition per	1999/00	Change	% Change
Full Time (FTE)	102,429	740 /year	75,797,460	143,697	1684 /year	241,985,748	166,188,288	219.3%
Part Time (SCH)	18,539,998	1.75 /hour	32,444,997	17,898,420	4.02 /hour	71,951,648	39,506,652	121.8%
Tuition Short (TD)	1,146,307	20.70 /week	4,745,711	660,239	47.04 /week	6,211,529	1,465,818	30.9%
Total Funded Tuition			112,988,167			320,148,925	207,160,757	183.3%
Total Grant & Tuition			**884,988,167**			**1,012,898,425**	**127,910,257**	**14.5%**
Total Transfer Payment & Tuition per Funding Unit			**$6,621**			**$5,079**	**-1,542**	**-23.3%**
CPI adjusted Grant and Tuition per Funding Unit			**$6,621**			**$4,315**	**-2,305**	**-34.8%**

Note:

The total transfer payment received by the Colleges has been used in this analysis using data provided by MTCU.

The Consumer Price Index (CPI) has been used in this analysis but it is assumed the cost increases in the college sector related to salary, benefits and information technology exceeds the CPI of 17.7%.

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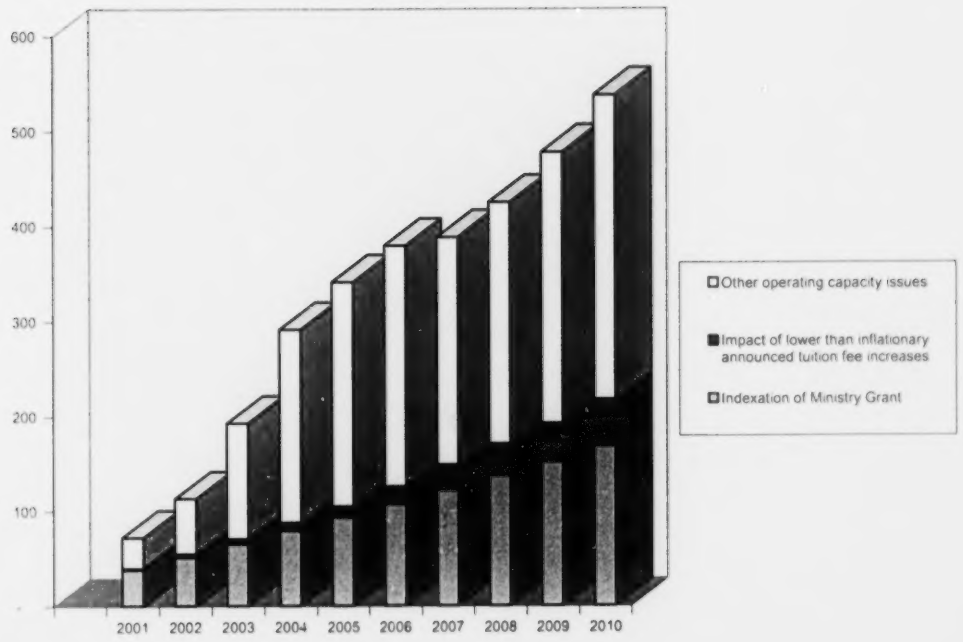
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Other operating capacity issues
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